

Name of Unit: Mr. Nosey		Year: 4	Cycle: 2
About the unit	Throughout this unit, the pupils will explore the conventions of a fiction narration. Mr. Noisy or any other story with a clear structure will be presented and analysed. Pupils will build alternative stories step by step. First they will create the ideas for the main parts, introduction, body and conclusion. Then, they will add dialogues, openings and ending to the paragraphs and descriptions of characters, situations and objects. Finally they will analyse the conventions for binding a book and resemble those in a book created with their stories. This book can be registered in the school library for other classes to take out and read.		
Where the unit fits in	Pupils have had extensive work on non-fiction reading. Now is the time to increase their work on analysing the structure of the narrative text. They should be familiar with simple description of characters and settings and structure of dialogues. This unit could be followed by acting out the stories, creating comics with them or reading them to younger children.		
Cross-curricular links	This unit could be part of a cross-curricular section in which the pupils are analysing the characteristics that a person should have when living in community. The topic "Living in community" of geography would take place in that section too.		
Resources	<ul style="list-style-type: none"> - Board to write - Activities kit - "Mr. Nosey" (any other story with a simple structure and clear scenes could be used) 		
Expectations	By the end of the unit		
At the end of this unit most children will	Pupils begin to show confidence in talking and listening particularly when using familiar language from literacy work or topics. They begin to formulate questions correctly and show by their responses and questions that they have understood what they have heard. They speak audibly and with clear diction . They are able to communicate their experiences, ideas and opinions to others. They use language to describe situations, characters and emotions. Pupils writing communicate using appropriate and interesting vocabulary , and showing some awareness of the reader . Pupils demonstrate an accurate use of : capital letters, full stops, question marks, exclamation marks, commas and inverted commas. The basic grammatical structure of simple sentences is usually correct. Spelling of familiar words is usually accurate .		
Some children will not have made so much progress and will	Pupils usually listen carefully and respond appropriately to what has been said before, particularly where the topics are familiar to them. They respond correctly to questions and begin to use familiar simple structures more confidently . They usually speak audibly and clearly , choosing relevant vocabulary and phrases . They can use simple language to describe situations, characters and emotions. In writing they organise their work in a sequence of sentences and a broad range of vocabulary and structures are used . Generally spell common words accurately . Sentences are punctuated with capital letters and full stops . Question marks, exclamation marks, commas and inverted commas are often used appropriately.		
Some children will have progressed further and will also	Pupils listen and talk in a variety of contexts with increasing confidence . Through relevant responses and questioning , they convey that they listen carefully. They speak audibly and with clear diction. They communicate their experiences, ideas and opinions to others, using their increasing knowledge of English , as well as familiar phrases. They begin to adapt what they say to the needs of the listener . Pupils are beginning to show awareness of grammatically Standard English . They use language and actions to describe situations, characters and emotions. Pupils' writing is often organised, imaginative and clear . The main features of different forms of writing are used appropriately, beginning to be adapted to different readers . The basic grammatical structure of sentences is usually correct . Spelling is increasingly accurate .		

Unit Framework**Cycle: 2nd****Year: 4th****Unit: Mr. Nosey**

Learning Objectives		Language Structure	Activities	Learning Outcomes	Assessment
1	Understanding basic fiction text structure Sustaining attention. Listening and responding appropriately to the telling.	Basic fiction text structure	Story telling by the teacher	I can answer questions about the story the teacher is telling.	Teacher observation.
2	Qualities for living in community Making contributions relevant to the topic and take turns in discussion.	Vocabulary related to personal qualities	Discussion about good qualities for living in community.	I can give at least one piece of opinion relevant to the group discussion.	Teacher observation. Notes on white board.
3	Understanding basic fiction text structure	Vocabulary related to fiction text structure	Write the contents of the story in a story plan grid.	I can recognize the introduction, body and conclusion of the story.	Teacher observation. Story grids Notes on the white board.
4	Learning to capture points in a few words that can be elaborated later;	Note taking	Create a new idea for a story	I can write at least one idea for each of the parts of a new story.	Story grid Teacher observation.
5	Being able to elaborate paragraphs from the previous ideas.	Sentence structure (parts: subjects, verbs, complements)	Write sentences for each part of the text.	I can write complete sentences for each of the ideas of the previous stage.	Teacher observation. Story planner Notes in the white board.
6	Being able to revise and correct own writing.	Sentence structure (verb tenses, linking words between sentences)	Improve the sentences in each part.	I can find and correct mistakes in the sentences written in verbs and linking words.	Story planner Teacher observation Peer assessment
7	Beginning to devise and script dialogues.	Dialogue structure and synonyms of "said"	Discuss, register or create the dialogues.	I can write at least a dialogue for my story.	Teacher observation Notes in white board Group productions
8	Use of settings in stories by writing short descriptions of known places.	Use of adjectives and expand vocabulary related to descriptions of places and situations.	Brainstorm adjectives + Write descriptions.	I can write at least one adjective for each object of the story.	Teacher observation Notes in white board Group productions Peer assessment
9	Write portraits of characters, using story text to describe behaviour and characteristics, and present portraits in a variety of ways,	Use of adjectives and expand vocabulary related to descriptions of characters.	Agree on portraits of the characters.	I can write at least one adjective for each character of the story.	Teacher observation Notes in white board Group productions
10	Being able to recognize the sentences/phrases of story openings and endings, and to use them in writing.	Opening and ending structures in fiction writing.	Practice opening and ending sentences.	I can write a different opening and ending to each of the parts of the story.	Teacher observation Notes in white board Group productions Peer assessment
11	Being able to collect all the pieces of the story in the paragraphs as the beginning, middle and the end of the stories.	Writing in paragraphs.	Create paragraphs for the story.	I can write my story in visually clear paragraphs.	Teacher observation Notes in white board Group productions
12	Recognize the conventions of binding books (author, table of contents, index, editorial)	Structure and parts of a fiction book.	Create a book with the stories.	I can name the parts of a fiction book (front page, back page, chapters, author, editorial...)	Teacher observation Notes in white board Group productions
13	Being able to help in any aspect of the book binding and publishing.	Vocabulary related to structure and parts of a fiction book.	Collaborative work to bind the stories into a book.	I can participate in one of the aspects of binding a book.	Teacher observation Group productions

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 1
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Learning Objectives				Evidence for Assessment	
WALT	I will learn to sustain my attention to the story and answer questions correctly.			Observation grid	
WILF	I will be looking for one question correctly answered.			Check list	
Language structures		Why/because; Wh questions; What do you think.../I think that...			
Outline of Activities		The teacher will present the story by asking the type of book they think it is. Teacher will ask pupils for anticipating what they think the story is about. Teacher will read/tell the story asking questions to check for understanding and attention.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W			Present the book/story	Book or pictures
	W		Pay attention and answer questions.	Read/tell the story. Use questions to check for understanding and attention to the story. Some pupils can ask questions to others.	Observation grid
	W		Think and express the moral of the story	Ask for moral of the story. Help to develop further comments about it. Express personal experience and feelings related to it	
	W		Share experiences of feeling violated	Ask if they felt violated in their intimacy ever.	
	P		Revise the WALT: Thumbs up checking	Share opinions about the WILF: -Can you remember some of the questions asked during the telling? -Can you remember the answer to those questions? -Why do you think that asking/answering questions is important?	Check list
	Homework		Write a summary of the story.		
Assessment		1. I can provide a simple answer to a prompt from the teacher about the story. 2. I can offer a more complex answer to the teacher prompts. 3. I can ask questions to a classmate about the story.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 2
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Learning Objectives				Evidence for Assessment	
WALT	I will learn how to listen and share my views.			Observation grid	
WILF	I will be looking for making at least one appropriate contribution to the discussion.			Check list	
Language structures		I think that/ because/ I feel bad when/I feel good when/It is good when/It is bad when			
Outline of Activities		By group discussion, the pupils will agree on other important behaviours of people when living in community.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W			Recall story and the moral	Book or pictures
	G		Discuss and reach an agreement.	Give examples of other good community behaviours. Guide discussion about other good behaviours. Relate them to school, family, town, working place, children, adults, etc.	Observation grid
	W		Use the sentence structures to build the ideas from the group.	Explain sentence structures: I feel bad when someone.... It is good for the other people when I...	White board
	P		Revise the WALT: (Done with WILF)	Share opinions about the WILF: -Can you share with the whole class some of the contributions that a group-mate did? -Can you share some of the answers to those contributions? -In what ways can you show that you are listening to others?	Check list
	Homework				
Assessment		1. I can give one example of good communal behaviour to the group. 2. I can give more than two examples of good communal behaviours to the group. 3. I can explain why a behaviour is good or not for the community.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 3
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Learning Objectives				Evidence for Assessment	
WALT	I will learn the different parts of a story.			Observation grid Productions of the groups Productions in the white board	
WILF	I will be looking for being able to structure the summary of the story in a grid.			Story grids	
Language structures		Vocabulary: introduction, body, conclusion, paragraph, sentence, opening, ending.			
Outline of Activities		The teacher will ask for some children to make an oral summary of the story. Together we will agree on one common summary. By groups they will agree on what sentence will be place in each part of the grid.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W		Tell a summary of the story.	Collect good point in each.	White board
	W		Participate and suggest ideas.	Guide the discussion to build a common summary.	White board
	W			Copy the summary on the board as we agree on it.	White board
	G		Place each sentence of the summary in the appropriate cell.	Recall parts of the text and explain activity: they have to place the sentences in each to the squares of the grid.	Story grid Observation grid
	P		Revise the WALT: -Can you tell me the parts of a story?	Share opinions about the WILF: -Can you share some of the difficulties you faced? -How did you solve them? -What other strategies can you think for solving these problems?	Check list
	Homework				
Assessment		1. I can separate the story into introduction, body and conclusion. 2. I can point to the words that mark the transition between parts of the story. 3. I can add more info about the story in any of the parts.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 4
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Learning Objectives					Evidence for Assessment	
WALT	I will learn how to plan the writing of a story.				Story grid	
WILF	I will be looking for making contributions to the discussions.				Observation grid	
Language structures			Note taking			
Outline of Activities			Discussion about the elements of each part of the story. Each group will choose one characteristic of living in community, such as helping, respecting others’ and common property, etc. to base on the stories of all the members of the group.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s		Materials
	W		Share ideas.	Guide the discussion about the elements of each part of the story. Come up with conventions (e.g. Introduction=description of initial situation)		Story grid
	W			Recall good qualities of living in community (lesson #2).		White board
	G		Select the main idea or social quality to base on the group stories.	Guide		Observation grid
	G		Write down the general idea of a story about that quality, individual work, but helping each other.	Observe discussions		Observation grid
	P		Revise the WALT: -Can you tell me something that you learnt about how to plan a story today?	Share opinions about the WILF: -Can you tell me some of the contributions made? -What did you learn about writing a story from those contributions?		Check list
	Homework					
Assessment			1. I can make one contribution to the discussions. 2. I can make more than one contribution to the discussions. 3. I can build upon contributions to join ideas from others.			
Evaluation						

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 5
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Learning Objectives				Evidence for Assessment	
WALT	I will learn how to plan the writing of a story.			Observation grid Productions of the groups Productions in the white board	
WILF	I will be looking for making contributions to the discussions.			Observation grid	
Language structures		I think/I agree with you/because/I don't think so/I think it's better/ Vocabulary related to story structure			
Outline of Activities		Helped by a story planner, the pupils will write ideas for each part of the story e.g. introduction, body, and conclusion, based on general idea of the story agreed on lesson #4.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W			Explain the story planner and how to use it to plan the writing of a story.	Story planner #1
	G		Fill in the story planner #1	Guide and use questions to improve sentence construction and vocabulary used. Write vocabulary and sentences on white board	White board
	W		Share the ideas to the rest of the class	Select the outstanding uses of language for modelling.	White board
	G		Revise the ideas for improvement	Help to make changes.	Observation grid
	P		Revise the WALT: -Can you tell me something that you learnt about how to plan a story today?	Share opinions about the WILF: -Can you tell me some of the contributions made? -What did you learn about writing a story from those contributions?	Check list
	Homework				
Assessment		1. I can help to write at least one sentence on the grid 2. I can help to write more than one sentence on the grid 3. I can explain to my group mates why one sentence should be place in a certain place or not.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 6
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Learning Objectives				Evidence for Assessment	
WALT	I will learn how to plan the writing of a story.			Observation grid Productions of the groups Productions in the white board	
WILF	I will be looking for making contributions to the discussions.			Observation grid Peer assessment	
Language structures		Vocabulary: first, then, after, one day, the next day, etc.			
Outline of Activities		Helped by a list of useful words, the pupils will write paragraphs based on previous ideas.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
			Brainstorm key words for narrative writing: first, then, after, one day, the next day, etc.	Guide with prompts	White board
	W			Explain the story planner and how to use it to plan the writing of a story.	Story planner #2
	G		Fill in the story planner #2	Guide and use questions to improve sentence construction and vocabulary used.	Story planner #2 Observation grid
	P		Revise the WALT: -Can you tell me something that you learnt about how to plan a story today?	Share opinions about the WILF: -Can you tell me some of the contributions made? -What did you learn about writing a story from those contributions?	Check list
	Homework				
Assessment		1. I can propose one sentence to the group. 2. I can correct one sentence proposed by a group mate. 3. I can explain to the group mate the reason for the correction.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 7
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Learning Objectives				Evidence for Assessment	
WALT	I will learn to write dialogues for stories.			Observation grid Productions in the white board	
WILF	I will be looking for using dialogue to enrich a narration.			Group productions	
Language structures		Vocabulary related to dialogues			
Outline of Activities		The teacher will guide the discussion to recall the conventions about dialogues. Pupils will create the dialogues for their story.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W		Share previous knowledge about dialogues.	Help to recall the conventions about dialogues.	
	G		Create dialogues for their story	Guide and use questions to improve sentence construction and vocabulary used.	White paper and dialogue tags.
	G		Add the dialogues to the story.	Observe groups	Observation grid
	P		Revise the WALT: Thumbs up checking	Share opinions about the WILF: -Can you read some of the dialogues that you used? -Can you tell me what does dialogues to stories?	Check list
	Homework				
Assessment		1. I can offer one piece of dialogue using “said” 2. I can offer one piece of dialogue using other tags different from “said” 3. I can point out the grammatical differences between narration and dialogues			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 8
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Learning Objectives				Evidence for Assessment	
WALT	I will learn to write description of settings.			Observation grid Productions in the white board	
WILF	I will be looking for being able to use setting in stories.			Group productions Peer assessment	
Language structures		Position and use of adjectives			
Outline of Activities		The teacher will guide the discussion to recall the conventions about dialogues. Pupils will create the dialogues for their story.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W			Brainstorm adjectives to apply to places and settings.	Dictionaries
	G		Create a set of setting for the story	Guide and use questions to improve sentence construction and vocabulary used.	White paper
	G		Add the setting to the story.	Observe groups	Observation grid
	P		Revise the WALT: Thumbs up checking	Share opinions about the WILF: -Can you tell me why setting are important in a story? -Can you tell me some of the setting used in the story?	Check list
	Homework				
Assessment		1. I can offer at least one adjective to the setting. 2. I can offer more than one adjective to the setting. 3. I can make corrections about uses of adjectives to my group mates.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 9
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Learning Objectives				Evidence for Assessment	
WALT	I will learn to write descriptions of characters.			Observation grid Productions in the white board	
WILF	I will be looking for listening and responding appropriately to others.			Group productions	
Language structures		Position and use of adjectives			
Outline of Activities		The teacher will guide the discussion to recall the conventions about dialogues. Pupils will create the dialogues for their story.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W			Brainstorm adjectives to apply to people and behaviour.	Dictionaries and Character traits.
	G		Create the description of all the characters in the story.	Guide and use questions to improve sentence construction and vocabulary used.	White paper
	G		Add the descriptions to the story.	Observe groups	Observation grid
	P		Revise the WALT: Thumbs up checking	Share opinions about the WILF: (run by pupils as it is quite similar to the previous ones) -Can you tell me new adjectives that you learnt today? -Why do you think adjectives are important?	Check list
	Homework				
Assessment		1. I can offer at least one adjective to one of the characters. 2. I can offer more than one adjective to the characters. 3. I can make corrections about uses of adjectives to my group mates.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 10
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Learning Objectives				Evidence for Assessment	
WALT	I will learn to write openings and endings for stories.			Observation grid Productions in the white board	
WILF	I will be looking for being able to open and close a story correctly.			Group productions Peer assessment	
Language structures			Openings and endings of paragraphs and stories.		
Outline of Activities			The teacher will guide the discussion to recall the conventions about dialogues. Pupils will create the dialogues for their story.		
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	G		Investigate different ways to start a story	Offer many books for the pupils to check the openings and endings.	Stories(more than 5 per group)
	W		Share the collection of openings and endings	Collect and write in the white board	White board
	G		Select an opening and an ending to the story	Guide and use questions to improve sentence construction and vocabulary used.	Observation grid
	P		Revise the WALT: Thumbs up checking	Share opinions about the WILF: (run by pupils) -Can you share some of the openings and endings paragraphs that you wrote?	Check list
	Homework				
Assessment			1. I can make one appropriate contribution to an opening or ending for the story. 2. I can make more than one appropriate contribution. 3. I can make at least one correction to improve the work of the group.		
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 11
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Learning Objectives				Evidence for Assessment	
WALT	I will learn to write a story into paragraphs.			Observation grid Productions in the white board	
WILF	I will be looking for being able to structure stories into paragraphs.			Group productions	
Language structures		Vocabulary related to paragraphs: opening, sentences, indented, full stop, lines, spaces...			
Outline of Activities		The teacher will guide the discussion to recall the conventions about dialogues. Pupils will create the dialogues for their story.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W			Explain the process of taking all the parts done and structuring all of them into introduction, body and conclusion.	Story grid + story planners
	G		Put all the work done into paragraphs	Guide and use questions to improve sentence construction and vocabulary used.	White board Observation grid
	P		Revise the WALT: (Done with WILF)	Share opinions about the WILF: -Pick up some stories and let the pupil judge if the paragraphs "look" correct. No need to read them at this point. -Share some of the corrections made by a group mate.	Check list
	Homework				
Assessment		1. I can make one appropriate contribution fro building the paragraphs. 2. I can make more than one appropriate contribution. 3. I can make at least one correction to improve the work of the group.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 12
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Learning Objectives				Evidence for Assessment	
WALT	I will learn the formal parts of a fiction-book (author, editorial, index...)			Observation grid Productions in the white board	
WILF	I will be looking for being able to recognize the parts of a fiction book and create one.			Observation grid	
Language structures		Vocabulary related to part of a fiction book: front page, back page, author, editorial, table of chapters, pictures, etc...			
Outline of Activities		The pupils will analyze the parts of a story book. They will make those parts to create a book with their stories.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W		Investigate the parts of a story book	Brainstorm the parts of a story book. Write down those parts in the white board.	Many story books
	G			Distribute the different parts between the groups: front page, back page, table to chapters, authors table, binding...	
	G		Discuss the layout of the part of the book assigned	Help to enrich the layout of all the parts	White board Observation grid
	P		Revise the WALT: (Done as checking WILF)	Share opinions about the WILF: -Let the pupils ask others about the function of each part of the book made.	Check list
	Homework				
Assessment		1. I can name the parts of a book: front page, back page, table to chapters. 2. I can name also: author, editorial, footage, etc... 3. I can explain the function of each part of the book.			
Evaluation					

Cycle: 2nd	Year: 4th	Mr. Nosey, Literacy lesson plan 13
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Learning Objectives				Evidence for Assessment	
WALT	I will learn how to bind a book			Group productions	
WILF	I will be looking for working as a team			Observation grid	
Language structures		Vocabulary related to parts of a book			
Outline of Activities		The group develop will develop one part of the book to bind all the stories.			
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	W			Recap the assigned tasked and the layout agreed	
	G		Carry out tasks	Help and guide in the distribution of subtasks in the groups. Make sure that all the decisions are agreed and planned ahead.	Construction paper, white paper, markers, computer and printer if available, etc. Observation grid
	P		Revise the WALT: -Ask what part of the book they help doing and if they had any problem.	Share opinions about the WILF: -How do you know that a group is working as a team?	Check list
	Homework				
Assessment		1. I can do something positive for the groups. 2. I can help to improve something already done by a group mate. 3. I can teach a group mate to make a contribution.			
Evaluation					

